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ABSTRACT

This document presents content and performance standards for health and safety education in Nevada's public schools. The seven content standards are: students will comprehend concepts related to health promotion and disease prevention; students will demonstrate the ability to access valid health information and health-promoting products and services; students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks; students will analyze the influence of culture, media, technology, and other factors on health; students will demonstrate the ability to use interpersonal communication skills to enhance health; students will demonstrate the ability to use goal setting and decision making skills to enhance health; and students will demonstrate the ability to advocate for personal and community health. Health performance level descriptors are presented for grades 2, 3, 5, 8, and 12. (SM)

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Nevada Department of Education Health Content Standards [and] Performance Level Descriptors.

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SP041030

Content Title: HEALTH

Content Standard 1.0: Students will comprehend concepts related to health promotion/disease prevention (Core Concepts).

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Personal Health and Fitness	1.2.1 Identify personal health practices that promote physical, mental and social health (sleep, diet, fitness, and personal hygiene).	1.3.1 Identify indicators of mental, emotional, social, and physical health during childhood.	1.5.1 Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.	1.8.1 Explain the impact of personal health behaviors on the functioning of body systems.	1.12.1 Assess the impact of personal history, health care choices, and the aging process on individual health.
Growth and Development	1.2.2 Identify basic anatomy (i.e. eyes, nose, ears, etc.).	1.3.2 Describe the basic structure and function of human body systems.**	1.5.2 Name and explain the stages of growth and development.	1.8.2 Describe how growth and development relate to personal health decisions.	1.12.2 Examine the health implications of the aging process.
Nutrition	1.2.3 Describe how healthy eating promotes growth and well-being.	1.3.3 Identify essential components of a balanced diet and recognize their importance to growth and good health.	1.5.3 Identify the key nutrients and the relationship of a balanced diet and these nutrients to health.	1.8.3 Describe how age, gender, physical activity, lifestyle and heredity affect nutrient needs.	1.12.3 Demonstrate knowledge of food selection and nutrient needs to personal eating decisions and meal planning.
Substance use and abuse	1.2.4 Identify and differentiate between helpful and harmful drugs*.	1.3.4 Explain how drugs can affect the way people make decisions and perform tasks.	1.5.4 Describe how family, peers and information influence the use, misuse, and abuse of drugs.	1.8.4 Analyze the physiological and psychological effects of drug usage.	1.12.4 Analyze beneficial and appropriate versus harmful and inappropriate use of drugs.
Injury/Violence Prevention and Safety	1.2.5 Identify hazardous conditions related to personal health and safety.	1.3.5 Explain how childhood injuries can be prevented or treated.	1.5.5 Explain procedures for personal safety when confronted with violence or other hazards.	1.8.5 Demonstrate knowledge and strategies for personal safety.	1.12.5 Identify hazardous conditions and develop appropriate intervention strategies.
Disease Prevention	1.2.6 Recognize basic prevention strategies for common illnesses.	1.3.6 Differentiate between communicable and noncommunicable diseases**.	1.5.6 Describe how behaviors, pathogens, genetic history, and other factors are related to disease prevention.	1.8.6 Describe ways to reduce risk factors and increase resiliency related to adolescent health.	1.12.6 Analyze how research and medical advances influence the prevention and control of disease.

Content Title: HEALTH

Content Standard 1.0: Students will comprehend concepts related to health promotion/disease prevention (Core Concepts).

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Community / Consumer Health	1.2.7 Demonstrate the ability to locate school and community health helpers.	1.3.7 Explain how appropriate health care can prevent premature death and disability.	1.5.7 Identify programs designed to promote community health.	1.8.7 Identify laws and regulations made to protect the health of the community.	1.12.7 Describe ways an individual can effectively enhance personal health and contribute to the solution of community-wide health problems.
Environmental Health	1.2.8 Identify elements of the environment that affect personal health (air, water, food, soil, and pollutants).	1.3.8 Describe how physical, social, and emotional environments influence personal health.	1.5.8 Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death.	1.8.8 Identify personal actions that contribute to the deterioration of the environment.	1.12.8 Analyze how the environment influences the health of the community.

*ATOD = Alcohol Tobacco and other Drugs

** Reference NRS 389.065 for exceptions

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Content Title: HEALTH

Content Standard 2.0: Students will demonstrate the ability to access valid health information and health-promoting products and services (Accessing Information).

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Disease Prevention		2.3.1 Examine the consequences of positive and negative health behaviors.	2.5.1 Identify community sources that provide preventive health care.	2.8.1 Differentiate health concerns as personal responsibility or professional responsibility.	2.12.1 Analyze health promotion and disease prevention efforts.
Community/ Consumer Health	2.2.2 Identify positive and negative behaviors with need for health care.	2.3.2 Identify health care workers.	2.5.2 Describe situations requiring professional health services.	2.8.2 Identify characteristics of scientifically valid health information.	2.12.2 Critique sources of health information for accuracy.

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Content Title: HEALTH

Content Standard 3.0: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks (Self-management).

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Personal health and fitness	3.2.1 Identify characteristics of bullies and victims.	3.3.1 Describe where to go and what to do in an unsafe situation.	3.5.1A List consequences of harassment, fighting and intimidation. 3.5.1B Demonstrate anger management techniques.	3.8.1A Apply conflict resolution techniques including peer mediation within the school environment. 3.8.1B Analyze the school environment for personal safety and security.	3.12.1 Create a school-wide plan providing for individual security and safety utilizing school and community resources.
Substance use and abuse	3.2.2 Identify basic refusal skills.	3.3.2 Practice refusal skills when confronted with unhealthy situations including alcohol, tobacco, and other drugs.	3.5.2 Demonstrate refusal skills and ways to seek assistance.	3.8.2 Use appropriate methods of response to negative risk–taking behaviors including suicide, alcohol, tobacco, and other drugs.	3.12.2 Develop knowledge and strategies for avoiding negative social situations including suicide, alcohol, tobacco, and other drugs.
Injury, Violence Prevention & Safety	3.2.3 Demonstrate basic injury prevention and management strategies for personal health.	3.3.3A Identify hazards found in the home, school, and community and intervention strategies. 3.3.3B Demonstrate safe behavior when encountering potentially dangerous objects / weapons.	3.5.3 Distinguish between safe and risky/harmful behaviors.	3.8.3A Describe and follow rules prohibiting possession of weapons at school and in the community. 3.8.3B Demonstrate compliance with school safety procedures including emergency drills.	3.12.3 Apply injury prevention and management strategies to improve and maintain personal, family, and community health.
Disease Prevention	3.2.4 Identify stress.	3.3.4 Identify basic skills for managing stress.	3.5.4 Demonstrate strategies to manage stress.	3.8.4 Evaluate the role others play in stress.	3.12.4 Compare and contrast stress management techniques.
Community / Consumer Health		3.3.5 Demonstrate basic first aid procedures and responses to common emergencies in the home, school, and community.	3.5.5 Perform basic safety, first aid, and life-saving techniques.	3.8.5 Perform advanced first aid procedures.	

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Content Title: HEALTH

Content Standard 4.0: Students will analyze the influence of culture, media, technology, and other factors on health (Analyze influence).

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Personal Health and Fitness	4.2.1 Identify foods of various cultures.	4.3.1 Discuss nutrition and exercise habits in different cultures.	4.5.1 Compare and contrast factors responsible for differences in health behavior and health services in different cultures.	4.8.1 Analyze how different cultures enrich and challenge health practices.	4.12.1 Evaluate cultural similarities and differences and effects on health.
Disease Prevention			4.5.2 Describe ways technology can influence health and chronic disease.	4.8.2 Evaluate the impact of technology on health and disease prevention.	4.12.2 Explore how technology is used to enhance health.
Community / Consumer Health	4.2.3 Identify health advertising in a variety of forms.	4.3.3 Explain how media influences decisions on health products and services.	4.5.3 Analyze how stated and implied messages from media influence health behaviors.	4.8.3 Critique a variety of consumer influences that affect health decisions.	4.12.3 Assess the impact of promotion and distribution of products and services on consumer health.

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Content Title: HEALTH

Content Standard 5.0: Students will demonstrate the ability to use interpersonal communication skills to enhance health (Interpersonal Communication).

	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Personal Health and Fitness	5.2.1 Name basic verbal and non-verbal communication techniques.	5.3.1A Discuss the need for acceptable social skills with others. 5.3.1B Discuss acceptable social skills with others.		5.8.1 Role play decision-making and problem-solving skills, which enhance interpersonal relationships.	5.12.1 Utilize skills for communicating effectively.
Injury, Violence Prevention & Safety	5.2.2 Describe ways to communicate care, consideration, and respect for self and others.	5.3.2 Identify behaviors exhibited in conflict situations and strategies for mediation.	5.5.2 Refine skills and strategies for solving interpersonal conflicts without harming self and others.	5.8.2 Explore the causes of conflict in school and community and demonstrate refusal and negotiation skills.	5.12.2 Analyze a school plan for conflict management.

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Content Title: HEALTH

Content Standard 6.0: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health (Decision Making & Goal Setting).

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Personal Health and fitness	6.2.1 Identify a decision-making process model.	6.3.1A Apply a decision-making process to resolve class identified health issues and problems. 6.3.1B Set an individual health goal and record progress.	6.5.1A Demonstrate a collaborative decision-making process to resolve health issues and problems that includes an examination of alternatives and consequences. 6.5.1B Set an individual health goal and identify the steps necessary to achieve it.	6.8.1A Apply a decision-making process to a significant health issue or problem. 6.8.1B Develop a personal health plan that addresses personal strengths, needs, and health risks.	6.12.1 Formulate an effective plan for lifelong health enhancement.
Disease Prevention		6.3.2 Explain the consequences of individual health care decisions.	6.5.2 Predict how decisions regarding health behaviors have consequences for self and others.	6.8.2 Compare and contrast the short and long-term impact of health decisions on the individual and society.	6.12.2 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
Community / Consumer Health		6.3.3 Identify the importance of asking for assistance in making health-related decisions and setting health goals.	6.5.3 Explain when to ask for assistance in making health-related decisions and setting health goals.	6.8.3 Determine contacts for assistance with health issues.	6.12.3. Utilize the decision-making process to address complex community health issues.

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Content Title: HEALTH

Content Standard 7.0: Students will demonstrate the ability to advocate for personal and community health (Advocacy).

STRAND	Grade 2	Grade 3	Grade 5	Grade 8	Grade 12
	By the end of Grade 2, students know and are able to do everything required in previous grades and:	By the end of Grade 3, students know and are able to do everything required in previous grades and:	By the end of Grade 5, students know and are able to do everything required in previous grades and:	By the end of Grade 8, students know and are able to do everything required in previous grades and:	By the end of Grade 12, students know and are able to do everything required in previous grades and:
Community/ Consumer Health	7.2.1 Identify positive health choices.	7.3.1A Demonstrate the ability to work cooperatively and productively with others. 7.3.1B Examine how individuals accept responsibility for taking care of the school.	7.5.1A Demonstrate the ability to work independently when promoting health for self and others. 7.5.1B Encourage others to make healthy choices.	7.8.1 Identify and research a community health issue and develop a plan of action.	7.12.1A Identify the methods for being a responsible voice for self and others when promoting health practices in the community. 7.12.1B Demonstrate the ability to adapt health messages to meet the characteristics and needs of a particular audience.

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Health Performance Level Descriptors
Grade 2

Content Standard 1.0: Students will comprehend concepts related to health promotion/disease prevention.		
MEETS STANDARD (Essential Skills)	• Explain why unknown and poisonous substances can be dangerous. • Explain the need for obeying safety rules. • Memorize the local emergency number and know how to obtain emergency help. • Give examples of appropriate touching from others. • Explain why they should eat more than one time per day. • Identify job titles, location and job description of school health and safety personnel.	1.2.1 Identify personal health practices that promote physical, mental and social health (sleep, diet, fitness, and personal hygiene). 1.2.2 Identify basic anatomy. 1.2.3 Healthy eating promotes growth and well-being. 1.2.4 Identify and differentiate between helpful and harmful drugs. 1.2.5 Identify hazardous conditions related to personal health and safety. 1.2.6 Recognize basic prevention strategies for common illnesses. 1.2.7 Demonstrate the ability to locate school and community health helpers. 1.2.8 Identify elements of the environment that affect personal health (air, water, food, soil, and pollutants).
APPROACHES STANDARD (Fundamental - Foundation skills)	• Explain the differences between illness and wellness. • List three behaviors that help prevent disease. • Give examples of how drugs can be useful. • Explain that each individual has a unique rate of growth and development. • Identify at least one contaminant that has an adverse effect on air, water, food, and soil. • Identify the five basic food groups within the food guide pyramid and be able to name at least two foods in each group. • Identify the basic emotions.	

Health Performance Level Descriptors
Grade 2

Content Standard 6.0:	Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	
MEETS STANDARD (Essential Skills)	• Define the word decision.	6.2.1 Identify the decision-making process.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Define the word choice.	

Health Performance Level Descriptors
Grade 3

Content Standard 6.0:	Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	
MEETS STANDARD (Essential Skills)	• Identify the steps in the decision-making process and use a specific health issue to demonstrate this process. • Describe ways individuals can help keep a healthy home and school environment. • Identify how each individual has a unique rate of growth and development that is influenced by health habits and heredity. • Explain how they obtain emergency help. • Identify abusive behavior exhibited by other children and adults and know who should be told.	6.3.1A Apply a decision-making process to resolve health issues and problems. 6.3.1B Set an individual health goal and record progress. 6.3.2 Explain the consequences of individual health care decisions. 6.3.3 Identify the importance of asking for assistance in making health-related decisions and setting health goals.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Identify a basic hygiene behavior (hand washing or tooth brushing) and individually monitor progress. • Identify an eating behavior such as daily breakfast and individually monitor progress.	

Health Performance Level Descriptors
Grade 5

Content Standard 6.0:	Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	
MEETS STANDARD (Essential Skills)	• Explain strategies for coping with and resolving internal conflicts to avoid use of drugs, including alcohol, tobacco and other drugs. • Identify three health behaviors that can be managed by the individual. • Identify positive alternatives to substance use. • Explain how they would get help for a friend who is talking about suicide. • Explain the benefits of the problem solving process in making health-related decisions.	6.5.1A Demonstrate a collaborative decision-making process to resolve health issues and problems that includes an examination of alternatives and consequences. 6.5.1B Set an individual health goal and identify the steps necessary to achieve it. 6.5.2 Predict how decisions regarding health behaviors have consequences for self and others. 6.5.3 Explain when to ask for assistance in making health-related decisions and setting health goals.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Describe reasons why some people use alcohol, tobacco, and other drugs. • As part of a cooperative learning group, present to the class potential solutions to a health issue.	

Health Performance Level Descriptors
Grade 8

Content Standard 6.0:	Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	
MEETS STANDARD (Essential Skills)	• Evaluate current eating habits and create a plan consistent with the Food Guide Pyramid recommendations. • Develop a plan that combines regular physical activity with personal health habits. • Identify sources of intervention and help for the substance abuser. • Demonstrate the ability to cope with peer pressure utilizing the decision making process.	6.8.1A Apply the decision-making process to a significant health issue or problem. 6.8.1B Develop a personal health plan that addresses personal strengths, needs, and health risks. 6.8.2 Compare and contrast the short and long-term impact of health decisions on the individual and society. 6.8.3 Determine contacts for assistance with health issues.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Identify a current health issue and use the decision-making process to identify the best solution. • Examine the short-term effects that alcohol, tobacco and other drugs have on the body. • Examine both the short and long-term effect of an inadequate diet or inactivity on health.	

Health Performance Level Descriptors
Grade 12

Content Standard 6.0:	Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	
MEETS STANDARD (Essential Skills)	• Identify personal behaviors that increase disease risk and develop a plan to minimize these. • Identify the continuum of adolescent use, abuse, and dependency, including the early warning signs of substance abuse and/or behaviors signaling potential chemical dependency in oneself or others. • Describe how drugs cause problems now and in the future and suggest alternative non-drug highs. • Explain the importance of preventive as well as remedial action as it relates to health care. • Identify situations when community resources should be utilized.	6.12.1A Utilize the decision-making process to address complex community health issues. 6.12.1B Formulate an effective plan for lifelong health enhancement. 6.12.2 Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults. 6.12.3 Synthesize information on health resources.
APPROACHES STANDARD (Fundamental - Foundation Skills)	• Create a community-wide plan for a significant health issue including needs assessment and evaluation. • Explain individual responsibility for health and behavior. • Create a list of community health resources.	

Health Performance Level Descriptors
Grade 2

Content Standard 7.0:	Students will demonstrate the ability to advocate for personal, family, and community health	
MEETS STANDARD (Essential Skills)	• Demonstrate proper hand washing techniques. • List two reasons for healthy personal hygiene.	7.2.1 Identify positive health choices.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Define personal hygiene.	

Health Performance Level Descriptors
Grade 3

Content Standard 7.0:	Students will demonstrate the ability to advocate for personal, family, and community health	
MEETS STANDARD (Essential Skills)	• Follow teacher instructions for sharing classroom projects with peers.	7.3.1A Demonstrate the ability to work cooperatively and productively with others. 7.3.1B Examine how individuals accept responsibility for taking care of the school.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Dispose of trash in accordance with school rules.	

Health Performance Level Descriptors
Grade 5

Content Standard 7.0:	Students will demonstrate the ability to advocate for personal, family, and community health	
MEETS STANDARD (Essential Skills)	• Identify pedestrian safety rules. • Cite "universal precaution" policy. • Practice appropriate methods to communicate with others.	7.5.1A Demonstrate the ability to work independently when promoting health for self and others. 7.5.1B Encourage others to make healthy choices.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Describe safety for individual wheeled traffic (rollerblades, skateboard, scooter, ATV, bicycle etc.) • Identify characteristics of later childhood stages such as rapid growth, unstable friendships, increasing autonomy, and the acceptance of responsibility.	

Health Performance Level Descriptors
Grade 8

Content Standard 7.0:	Students will demonstrate the ability to advocate for personal, family, and community health	
MEETS STANDARD (Essential Skills)	• Analyze the influences of peer pressure on health choices. • Describe the affects that chemicals and chemical dependency have on young adolescents.	7.8.1 Identify and research a community health issue and develop a plan of action.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Identify all health services provided in the community. • Identify hazards existing in current environments.	

Health Performance Level Descriptors
Grade 12

Content Standard 7.0:	Students will demonstrate the ability to advocate for personal, family, and community health	
MEETS STANDARD (Essential Skills)	• Describe intervention procedures to follow in seeking assistance for oneself or others if substance abuse or chemical dependency is suspected and identify the various ways to recover from chemical dependency including the 12-step model originated through Alcoholics Anonymous. • Describe the dynamics of living in a chemically dependent family and list the important strategies for living successfully in these families. • Identify personal feelings and attitudes concerning drug-related issues and demonstrate the ability to use a variety of peer refusal techniques to stay in control and out of trouble when individual value systems are threatened. • Identify available health organizations and services. • Investigate ways to pay for health care costs. • Prepare a report on a specific health issue and how laws/policies impact the issue.	7.12.1A Identify the methods for being a responsible voice for self and others when promoting health practices in the community. 7.12.1B Demonstrate the ability to adapt health messages to meet the characteristics and needs of a particular audience.
APPROACHES STANDARD (Fundamental – Foundation Skills)		

Approved 3/8/00

Health Performance Level Descriptors
Grade 3

Content Standard 1.0:	Students will comprehend concepts related to health promotion/disease prevention.	
MEETS STANDARD (Essential Skills)	• Explain personal responsibility for reducing hazards and avoiding accidents. • Explain how to obtain emergency help. • Identify safety hazards in the home. • Identify potentially hazardous situations such as getting into a car, going into a house, letting someone into your home, or leaving without your parent's/guardian's permission. • Plan a meal that contains foods from at least three of the five food groups. • Describe the potential causes of common diseases, how they spread, and the measures that can be taken to prevent this. • Explain the relationship between accidents and the consumption of alcohol and other drugs. • Identify the five senses of the body.	1.3.1 Identify indicators of mental, emotional, social, and physical health during childhood. 1.3.2 Describe the basic structure and function of human body systems. 1.3.3 Identify essential components of a balanced diet and their importance to growth and good health. 1.3.4 Explain how drugs can affect the way people make decisions and perform tasks. 1.3.5 Explain how childhood injuries can be prevented or treated. 1.3.6 Differentiate between communicable and noncommunicable diseases**. 1.3.7 Explain how appropriate health care can prevent premature death and disability. 1.3.8 Describe how physical, social, and emotional environments influence personal health.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Identify ways emotions affect an individual's ability to cope with problems. • Illustrate ways emotions are modified through physical actions. • Describe ways that health care practices promote long-term physical, mental, and social health. • Explain the difference between infectious and noninfectious disease. • Identify three major body systems. • Recognize that a meal should contain foods from more than one food group. • List the safety steps when encountering a weapon/dangerous object.	

** Reference NRS 389.065

Health Performance Level Descriptors
Grade 5

Content Standard 1.0:	Students will comprehend concepts related to health promotion/disease prevention.	
MEETS STANDARD (Essential Skills)	• Identify sources of help for individuals seeking protection from neglect, physical abuse, emotional abuse, and sexual abuse. • List safety procedures that prevent accidents. • Develop and practice daily/weekly plans, schedules and routines of personal care, fitness, and nutrition that contribute to appearance and well being. • Identify sources of reliable health information and services. • Describe reasons why some people use drugs, including alcohol and tobacco and strategies for coping. • Explain strategies for coping with and resolving internal conflicts to avoid violent situations. • Identify alternatives to alcohol, tobacco and other drugs. • Describe how the food fact label can be used to make food choices. • Name precautions to take to avoid predators and steps to take in an actual predator encounter. • Name at least one major nutrient provided by each of the five food groups and a function each nutrient serves.	1.5.1 Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death. 1.5.2 Name and explain the stages of growth and development. 1.5.3 Identify the key nutrients and the relationship of a balanced diet and these nutrients to health. 1.5.4 Describe how family, peers and information influence the use, misuse, and abuse of drugs. 1.5.5 Explain accepted procedures for personal safety when confronted with violence or other hazards. 1.5.6 Describe how behaviors, pathogens, genetic history, and other factors are related to disease prevention. 1.5.7 Identify programs designed to promote community health. 1.5.8 Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death.
APPROACHES STANDARD (Fundamental -Foundation Skills)	• Identify two ways an individual can locate health care service in a community. • Identify individual and community responsibilities in the control of environmental problems. • Identify ways to prevent disease. • Identify and describe disorders that may be caused by heredity and/or environmental factors. • Apply personal hygiene practices and understand their role in community and social relationships. • Identify the names, functions, and interrelationships of major body systems. • Describe the progression from cells to tissue to organ to body systems. • Explain psychological and physical effects of alcohol, tobacco and other drugs. • Apply personal hygiene practices and understand their role in community and social relationships.	

Health Performance Level Descriptors
Grade 8

Content Standard 1.0: Students will comprehend concepts related to health promotion/disease prevention.		
MEETS STANDARD (Essential Skills)	• Practice interpersonal communication skills to clarify and resolve conflicts and manage anger. • Analyze the relationship between risk-taking and accidents. • Explain the causes and effects of child abuse. • List the warning signs of suicide. • Explain how the individuals body systems work together to perform life sustaining functions that influence growth and development. • Explain the importance of continuing physical activity into adult life to promote fitness and overall health. • List three factors that affect individual nutrient and/or energy needs. • Identify sources of help for the substance abuser.	1.8.1 Explain the impact of personal health behaviors on the functioning of body systems. 1.8.2 Describe how growth and development relate to personal health decisions. 1.8.3 Describe how age, gender, physical activity, lifestyle and heredity affect nutrient needs. 1.8.4 Analyze the physiological and psychological effects of drug usage. 1.8.5 Demonstrate knowledge and strategies for personal safety. 1.8.6 Describe ways to reduce risk factors and increase resiliency related to adolescent health. 1.8.7 Identify laws and regulations made to protect the health of the community. 1.8.8 Identify personal actions that contribute to the deterioration of the environment.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Examine laws and reasons for laws regulating drug use. • Describe the social and economic effects of drug use. • Describe how individual behaviors, aging, and the environment contribute to chronic health problems. • Describe the role of immunization in disease prevention. • Identify conditions that may be hereditary. • Compare energy needs of individuals with differing levels of physical activity.	

Health Performance Level Descriptors
Grade 12

Content Standard 1.0:	Students will comprehend concepts related to health promotion/disease prevention.	
MEETS STANDARD (Essential Skills)	• Identify behavior patterns that may precede violent acts and ways to intervene. • Analyze effective communication skills in a variety of situations. • Describe how alcohol, tobacco and other drugs cause problems for activities and relationships now and in the future and suggest a drug-free alternative. • Explain individual responsibility for violence prevention. • Describe the causes, methods of prevention, and control of common infectious and non-infectious diseases. • Analyze the relationship of nutrients, food selection, and energy intake to emotional and physical health. • Examine the relationship of food fads, cultural norms, and dieting behavior to health. • Use the basic food groups to develop meal plans that demonstrate variety, balance, and moderation. • Evaluate the reliability of health information. • Analyze the misrepresentation of health information in advertising. • Judge and evaluate various emergency care situations, applying the appropriate first aid assistance. • Explain the steps they would follow in getting assistance for a friend or family member who shows the warning sign of suicide. • Demonstrate effective discussion and problem-solving skills in practice situations.	1.12.1 Assess the impact of personal history, health care choices, and the aging process on individual health. 1.12.2 Examine the health implications of the aging process. 1.12.3 Apply knowledge of food selection and nutrient needs to personal eating decisions and meal planning. 1.12.4 Critically analyze beneficial and appropriate versus harmful and inappropriate use of drugs. 1.12.5 Identify hazardous conditions and develop appropriate intervention strategies. 1.12.6 Analyze how research and medical advances influence the prevention and control of disease. 1.12.7 Describe ways an individual can effectively enhance personal health and contribute to the solution of community-wide health problems. 1.12.8 Analyze how the environment influences the health of the community.
APPROACHES STANDARD (Fundamental - Foundation Skills)	• Describe nutritional needs throughout the life cycle. • Discuss eating disorders and their causes including cultural factors. • Utilize information on the Food Facts label to evaluate nutritional value. • Explain the need for physical activity. • Identify the continuum of adolescent use, abuse, and dependency. • Correlate sleep, rest and relaxation, patterns with physical activity.	

Health Performance Level Descriptors
Grade 2

Content Standard 2.0:	Students will demonstrate the ability to access valid health information and health-promoting products and services.	
MEETS STANDARD (Essential Skills)	• Identify positive and negative results of behaviors relating to posture and cleanliness, as well as dental, skin, eye and ear care.	2.2.2 Identify positive and negative behaviors with need for health care.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Explain the importance of visiting doctors and dentists.	

Health Performance Level Descriptors
Grade 3

Content Standard 2.0:	Students will demonstrate the ability to access valid health information and health-promoting products and services	
MEETS STANDARD (Essential Skills)	• Explain the need to balance exercise, nutrition, relaxation and sleep.	2.3.1 Understand the consequences of positive and negative health behaviors. 2.3.2 Identify health care workers.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Match titles of health care workers with their job descriptions. • List three reasons why sleep is necessary.	

Health Performance Level Descriptors
Grade 5

Content Standard 2.0:	Students will demonstrate the ability to access valid health information and health-promoting products and services	
MEETS STANDARD (Essential Skills)	• List local preventative health care organizations and their locations and services.	2.5.1 Identify community sources that provide preventive health care. 2.5.2 Describe situations requiring professional health services.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Match health problems requiring professional health services with the correct health care provider.	

Health Performance Level Descriptors
Grade 8

Content Standard 2.0:	Students will demonstrate the ability to access valid health information and health-promoting products and services	
MEETS STANDARD (Essential Skills)	• Debate how personal responsibility impacts health care. Include choice of health care provider and insurance coverage. • List qualities of a scientifically valid publication.	2.8.1 Differentiate health concerns as personal responsibility or professional responsibility. 2.8.2 Identify characteristics of scientifically valid health information.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Identify a health myth commonly accepted as fact and state why it is a myth.	

Health Performance Level Descriptors
Grade 12

Content Standard 2.0:	Students will demonstrate the ability to access valid health information and health-promoting products and services	
MEETS STANDARD (Essential Skills)	• Investigate items of health information for scientific and statistical validity.	2.12.1 Analyze health promotion and disease prevention efforts. 2.12.2 Critique sources of health information for accuracy.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Select a health promotion or campaign and analyze it for effectiveness in disease prevention and health promotion.	

Health Performance Level Descriptors
Grade 2

Content Standard 3.0:	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks	
MEETS STANDARD (Essential Skills)	• Explain how to say "no" to a friend. • Explain the differences between illness and wellness. • Describe how you feel when upset. • List the actions of a bully.	3.2.1 Identify characteristics of bullies and victims. 3.2.2 Identify basic refusal skills. 3.2.3 Demonstrate basic injury prevention and management strategies for personal health. 3.2.4 Identify stress.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Name one school rule that helps prevent injury. • Give examples of how to help friends. • Demonstrate proper hand washing technique.	

Health Performance Level Descriptors
Grade 3

Content Standard 3.0:	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks	
MEETS STANDARD (Essential Skills)	• Explain individual needs for a balance of exercise, nutrition, relaxation, and sleep. • Give at least one reason why they need to eat a variety of foods from the Five Food Groups. • Identify safety hazards in the home. • List the appropriate first aid steps in care of wounds including how to stop bleeding, cleanse, and bandage. • Practice ways to refuse drugs, including alcohol and tobacco. • Describe a dangerous situation and a possible safer solution.	3.31 describe where to go and what to do in an unsafe situation. 3.3.2 Practice refusal skills when confronted with unhealthy situations including alcohol, tobacco, and other drugs. 3.3.3A Identify hazards found in the home, school, and community and intervention strategies. 3.3.3B Demonstrate safe behavior when encountering potentially dangerous objects / weapons. 3.3.4 Identify basic skills for managing stress. 3.3.5 Demonstrate basic first aid procedures and responses to common emergencies in the home, school, and community.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Explain personal responsibility for reducing hazards and avoiding accidents. • Explain a dangerous situation when they would say no to a friend. • Describe the concept of peer pressure. • Differentiate between pleasant and unpleasant emotions.	

Health Performance Level Descriptors
Grade 5

Content Standard 3.0:	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks	
MEETS STANDARD (Essential Skills)	• Explain the relationship between accidents and the consumption of alcohol and other drugs. • Practice ways to refuse drugs, including alcohol and tobacco. • Develop safety rules for home, school, work, and play. • Demonstrate basic first aid procedures. • Identify positive and negative effects of stress. • Define depression and suicide. • Explain school rules and consequences regarding harassment, fighting, and intimidation. • Role-play a variety of methods for handling anger.	3.5.1A List consequences of harassment, fighting and intimidation. 3.5.1B Demonstrate anger management techniques. 3.5.2 Demonstrate refusal skills and ways to seek assistance. 3.5.3 Distinguish between safe and risky/harmful behaviors. 3.5.4 Demonstrate strategies to manage stress. 3.5.5 Perform basic safety, first aid, and life-saving techniques.
APPROACHES STANDARD (Fundamental - Foundation Skills)	• Identify the effects that gateway drugs (alcohol, tobacco, and marijuana) have on the mind and body. • List the risk factors that may contribute to becoming chemically dependent. • Generate a list of individual characteristics (blood pressure, lipids, etc.) and behaviors that affect health. • Define first aid as the immediate and temporary care rendered the victim in case of accident or sudden illness until medical services can be obtained. • Explain how they would get help for a friend who is talking about suicide. • Describe how distractions contribute to accidents.	

Health Performance Level Descriptors
Grade 8

Content Standard 3.0:	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks	
MEETS STANDARD (Essential Skills)	• Name two short-term consequences for alcohol, tobacco, or illegal drug use. • Role-play two ways to say "no" to drugs or alcohol. • Analyze the Food Facts label on at least three items and compare the nutritional content in these items. • Demonstrate knowledge of personal hygiene, recognizing that first impressions are often based on appearance. • Use interpersonal communication skills such as peer mediation to clarify and resolve conflicts. • Demonstrate the ability to perform advanced first aid procedures including CPR, bleeding, shock, and poisoning. • Explain rules prohibiting a weapon in school and the consequences of a violation. • Demonstrate the ability to access school personnel when confronted with a safety or security concern.	3.8.1A Practice conflict resolution techniques including peer mediation within the school environment. 3.8.1B School environment for personal safety and security. 3.8.2 Use appropriate methods of response to negative risk–taking behaviors including suicide, alcohol, tobacco, and other drugs. 3.8.3A Describe and follow rules prohibiting possession of weapons at school and in the community. 3.8.3B Demonstrate compliance with school safety procedures/emergency drills. 3.8.4 Evaluate the role others play in stress. 3.8.5 Perform advanced first aid procedures.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Describe alternatives to the use of mood modifiers as a means of solving problems and initiating good feelings. • Identify the individual's role in the use of therapeutic drugs (antibiotics, decongestants, asthma medications, etc.). • Name three dangers of long-term drug use. • Name three situations where others can cause them to feel stress. • Explain how to survive in adverse environmental conditions, either natural or man made.	

Health Performance Level Descriptors
Grade 12

Content Standard 3.0:	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks	
MEETS STANDARD (Essential Skills)	• Identify two personal risk behaviors for alcohol and drugs. • Analyze the effectiveness of various stress management techniques. • Develop an independent life-long health management plan.	3.12.1 Create a school wide plan providing for individual security and safety utilizing school and community resources. 3.12.2 Develop knowledge and strategies for avoiding negative social situations including suicide, alcohol, tobacco, and other drugs. 3.12.3 Apply injury prevention and management strategies to improve and maintain personal, family, and community health. 3.12.4 Compare and contrast stress management techniques.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Develop a plan to deal with at least one personal risky behavior. • Compare decision-making strategies. • Identify several local agencies that provide health services. • Investigate ways to access and pay for health care costs. • Create a school wide plan providing for individual security and safety utilizing school & community resources.	

Health Performance Level Descriptors
Grade 2

Content Standard 4.0:	Students will analyze the influence of culture, media, technology, and other factors on health.	
MEETS STANDARD (Essential Skills)	• Identify factors that cause a food purchase. • Name a food advertised on TV.	4.2.1 Identify foods of various cultures. 4.2.3 Identify health advertising in a variety of forms.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Identify foods from two different cultures.	

Health Performance Level Descriptors
Grade 3

Content Standard 4.0:	Students will analyze the influence of culture, media, technology, and other factors on health.	
MEETS STANDARD (Essential Skills)	• Identify foods common to a culture and place them in the correct food group. • Name two active forms of recreation from another country.	4.3.1 Discuss nutrition and exercise habits in different cultures. 4.3.3 Explain how media influences decisions on health products and services.
APPROACHES STANDARD (Fundamental - Foundation Skills)	• List cereal and toothpaste choices and state source of information.	

Health Performance Level Descriptors
Grade 5

Content Standard 4.0:	Students will analyze the influence of culture, media, technology, and other factors on health.	
MEETS STANDARD (Essential Skills)	• Examine one advertisement for a food or health-related product and identify stated and implied messages. • Name three health statements made by peers and examine them for accuracy. • Prepare a report on a disease and how technology affects course of treatment.	4.5.1 Compare and contrast factors responsible for differences in health behavior and health services in different cultures. 4.5.2 Describe ways technology can influence health and chronic disease. 4.5.3 Analyze how stated and implied messages from media influence health behaviors.
APPROACHES STANDARD (Fundamental - Foundation Skills)	• List three marketing techniques used to sell products. • Write a report comparing and contrasting health services available in urban and rural Nevada.	

Health Performance Level Descriptors
Grade 8

Content Standard 4.0:	Students will analyze the influence of culture, media, technology, and other factors on health.	
MEETS STANDARD (Essential Skills)	• Examine and discuss how various influences on consumer health &social marketing. • Demonstrate how specific technological advances have aided in disease treatment and prevention. • Examine the United States health care system and how it has changed during the twentieth century.	4.8.1 Analyze how different cultures enrich and challenge health practices. 4.8.2 Evaluate the impact of technology on health and disease prevention. 4.8.3 Critique a variety of consumer influences that affect health decisions.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Compare cultural health behavior choices and possible outcomes.	

Health Performance Level Descriptors
Grade 12

Content Standard 4.0:	Students will analyze the influence of culture, media, technology, and other factors on health.	
MEETS STANDARD (Essential Skills)	• Analyze culturally specific diseases and how they challenge and threaten health. • Identify chronic diseases and evaluate the impact of technological advances in their treatment, prevention, and possible cure.	4.12.1 Evaluate cultural similarities and differences and effects on health. 4.12.2 Explore how technology is used to enhance health. 4.12.3 Assess the impact of promotion and distribution of products and services on consumer health.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Compare and contrast US health care before and after the advent of managed care. • Contrast traditional service versus managed care (post-1940's) in philosophy and delivery.	

Health Performance Level Descriptors
Grade 2

Content Standard 5.0:	Students will demonstrate the ability to use interpersonal Communication skills to enhance health.	
MEETS STANDARD (Essential Skills)	• Identify needs, wants, feelings, and healthy ways to express them.	5.2.1 Name basic verbal and non-verbal communication techniques. 5.2.2 Describe ways to communicate care, consideration, and respect for self and others.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Show respect for classmates.	

Health Performance Level Descriptors
Grade 3

Content Standard 5.0:	Students will demonstrate the ability to use interpersonal communication skills to enhance health.	
MEETS STANDARD (Essential Skills)	• Demonstrate skills to communicate care, consideration, and respect for self and others. • Identify attentive listening skills to build and maintain healthy relationships. • Identify the physical expressions of emotions associated with anger and conflict.	5.3.1A Demonstrate verbal and non-verbal communication. 5.3.1B Demonstrate and understand the need for acceptable social skills with others. 5.3.2 Identify behaviors exhibited in conflict situations and strategies for mediation.
APPROACHES STANDARD (Fundamental – Foundation Skills)		

Health Performance Level Descriptors
Grade 5

Content Standard 5.0:	Students will demonstrate the ability to use interpersonal communication skills to enhance health.	
MEETS STANDARD (Essential Skills)	• Demonstrate attentive listening skills to build and maintain healthy relationship. • Give examples of verbal and non-verbal communications.	5.5.2 Refine skills and strategies for solving interpersonal conflicts without harming self and others.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Demonstrate healthy ways to express needs, wants, & feelings.	

Health Performance Level Descriptors
Grade 8

Content Standard 5.0:	Students will demonstrate the ability to use interpersonal communication skills to enhance health.	
MEETS STANDARD (Essential Skills)	• Create a class plan for conflict management. • Role-play alternative responses in stressful situations. • Describe the stages and emotions associated with death and dying.	5.8.1 Role play decision making and problem solving skills, which enhance interpersonal relationships. 5.8.2 Analyze the causes of conflict in school and community and demonstrate refusal and negotiation skills.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Identify helpful responses to the grieving process.	

Health Performance Level Descriptors
Grade 12

Content Standard 5.0:	Students will demonstrate the ability to use interpersonal communication skills to enhance health.	
MEETS STANDARD (Essential Skills)	• Role-play passive, assertive, and aggressive communication. • Compare and contrast passive, assertive, and aggressive communication methods in terms of intent, style, and gender. • Role-play peer refusal techniques that demonstrate the ability to maintain control and keep friends when in emotional circumstances.	5.12.1 Utilize skills for communicating effectively. 5.12.2 Create a school plan for conflict management.
APPROACHES STANDARD (Fundamental – Foundation Skills)	• Discuss and role-play respectful behavior. • Identify the stages of grief and coping mechanisms. • Differentiate between positive and negative coping strategies. • Report on a law, policy or practice and its impact on health.	

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